DOCUMENT RESUME

ED 281 286 EA 019 350

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TITLE Identification of Instructional Leadership Behaviors and the Impact of Their Implementation on Academic Achievement.
PUB DATE Apr 87
NOTE 91p.; Synopsis of Doctoral Dissertation, University of Colorado--Boulder. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Achievement; Achievement Rating; *Administrator Role; Elementary Education; Instructional Effectiveness; Instructional Improvement; *Instructional Leadership; Leadership Responsibility; Performance Factors; *Principals; Questionnaires; *Research Utilization; School Effectiveness; School Surveys; Teacher Administrator Relationship; *Teacher Attitudes

ABSTRACT

Results of a questionnaire on instructional leadership administered to elementary school principals and teachers in California confirmed literature findings that instructional leadership behavior significantly influences student achievement. The study sought to determine (1) the 29 most important instructional leadership behaviors through literature review and expert opinion, (2) the degree to which principals implement these behaviors in high- and low-achieving schools, and (3) the behaviors' effect on reading and math achievement. The questionnaire was sent to respondents from schools with differing achievement scores on the California Assessment Program. The 510 returned questionnaires represent a response rate of 60 percent. Ten tables present data findings. The 29 "most important" of 44 commonly identified instructional leadership behaviors were compared in frequency between high-achieving schools (HAS) and low-achieving schools (LAS). Discoveries include the following observations: (1) HAS teachers rated their principals as demonstrating 10 instructional leadership behaviors more often than did LAS teachers, including goal communication and frequent classroom visits; (2) HAS teachers perceived that their principals performed six functions associated with the principal role more often than did LAS teachers; and (3) HAS principals' 10 behaviors should be studied for validation among "effective" schools. Instructional leadership models, experts' ratings, and a six-page bibliography are appended. (CJH)

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IDENTIFICATION OF INSTRUCTIONAL LEADERSHIP BEHAVIORS AND THE IMPACT OF THEIR IMPLEMENTATION ON ACADEMIC ACHIEVEMENT

by

Terry J. Larsen, Ed.D.

SYNOPSIS

of

DOCTORAL DISSERTATION

UNIVERSITY OF COLORADO
BOULDER

PAPER PRESENTATION

AT

THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

ANNUAL MEETING

WASHINGTON, D.C.

APRIL 20-24, 1987

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ABSTRACT

Larsen, Terry J. (Ed.D., Administration, Supervision and Curriculum Development)

Identification of Instructional Leadership Behaviors and the Impact of Their Implementation on Academic Achievement

Thesis directed by Associate Professor W. Michael Martin (University of Colorado)

While there are many instructional leadership behaviors of the principal discussed in the literature, it is not known which behaviors impact more directly on student academic achievement.

The purpose of this study was to 1) determine through literature review and expert opinion the 29 most important instructional leadership behaviors, 2) determine to what degree these were implemented by the principal in high- and low-achieving schools, and 3) determine the impact of these behaviors on student achievement in reading and math.

A literature survey produced a list of 44 instructional leadership behaviors. This list was submitted to 10 nationally known experts who rated the importance of each. The resulting list of the 29 behaviors rated most important were sent to principals and teachers of high-achieving and low-achieving schools. The principals and the teachers were asked to rate the degree to which each was implemented by the principal at their school site. The frequency of implementation was compared for high-achieving schools (HAS) vs. low-achieving schools (LAS). The instructional leadership behaviors of principals most characteristic of high-achieving schools were identified.

Major findings of this study were: Teachers of HAS rated their principals as demonstrating instructional leadership behaviors significantly

ABSTRACT

more often than did teachers of LAS. Second, no difference was found between mean implementation scores of HAS and LAS principals. Third, there was greater degree of discrepancy between principal and teacher scores in LAS. Fourth, ten of 29 instructional leadership behaviors were found to differ significantly in their frequency of implementation in HAS and LAS. Last, six instructional leadership functions were identified and found to be implemented more frequently in HAS than LAS.

It is therefore concluded that the findings confirm literature in that instructional leadership behavior is an important influence on student achievement. Principal involvement in instructional leadership should be focused on 29 behaviors rated as "most important" by experts with specific emphasis on 10 behaviors found significant in this study. Additionally, principals from LAS seem to have difficulty discriminating between their actual instructional leadership behavior and their ideal behavior.

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INTRODUCTION AND BACKGROUND OF THE STUDY

Introduction

Recent studies of highly effective schools have given educators new hope that schools can indeed make a difference, a belief that was badly shaken by research conducted during the 1960's and early 1970's.[1] These school effects studies began in response to the Coleman Report[2] which suggested that non-school related variables like family background and community environment were by far the most significant determiners of student academic achievement. Some researchers retained this viewpoint throughout the 1970's by attributing approximately three-fourths of the variation in student achievement to non-school related variables.[3] Conversely, however, the school effects studies have demonstrated that the most effective schools (i.e., principals and teachers) can get students to achieve regardless of their background.[4] Furthermore, in recent years, school principals have been recognized as the key to effective schools.[5]

As it has become apparent that the principal is an important leader of instruction at the school, the role of the principal has become an increasingly important focus for study.[6]

The principal's influence on student achievement has been postulated in terms of his or her leadership role functions in the following ways:

a) setting goals[7]

b) coordinating resources[8]

c) supervising[9]

d) evaluating[10]

e) establishing staff development[11]

f) establishing school climate[12]

g) developing school/community relations[13]

As a result, a large body of instructional leadership research is emerging from the broad research base on effective schools and effective principals as school site leaders. While this broad base of research has led to the identification of several theoretical instructional leadership models* which describe leadership functions that appear to influence student achievement, identifying which specific instructional leadership behaviors most directly impact student achievement is critical.[14] Exactly how a principal makes a difference toward impacting student academic achievement is a critical next step for research.

Statement of the Problem

The purpose of this study is threefold. First the study is intended to determine which instructional leadership behaviors, as defined in the literature, are rated most important by a panel of nationally known educational experts. Once the most important behaviors, as determined by the experts, are defined, the next facet of the study will survey the degree to which they are implemented in selected schools in Southern California. Finally, an attempt will be made to determine the impact of these behaviors upon academic achievement. Academic achievement will be established through use of California Assessment Program (CAP) scores, with high-achieving schools being those scoring above the comparison score band in reading and math.

Five research questions and two major hypotheses formed the focus for this study:

Research Question #1: What are the major instructional leadership behaviors identified in the literature?

Research Question #2: From this list of instructional leadership behaviors, what behaviors are ranked "most important" by a panel of nationally known educational experts?

*See Appendix A.

Research Question #3: To what degree are these "most important" leadership behaviors implemented in the elementary schools of Southern California?

Research Question #4: What is the degree to which principals and teachers agree in their perception in the frequency of implementation of instructional leadership behaviors?

Research Question #5A: Are there specific instructional leadership behaviors that are implemented more frequently in high-achieving schools than in low-achieving schools?

Research Question #5B: If so, what instructional leadership behaviors are implemented to different degrees in high-achieving schools versus low-achieving schools?

Hypothesis #1: Schools which achieve above the comparison score band in reading and math will demonstrate a significantly higher degree of implementation of instructional leadership behaviors than schools scoring below the comparison band in reading and math on the CAP test.

Hypothesis #2: Schools achieving above the comparison band in reading and math will show a higher degree of agreement between principals and teachers in their perception of the frequency to which instructional leadership behaviors are implemented than will principals and teachers at low-achieving schools.

REVIEW OF LITERATURE

Defining Instructional Leadership

Through a review of three theoretical instructional leadership models by Duke,[15] Hallinger,[16] and Snyder,[17] as well as an extensive review of literature on effective principals and leadership behavior, a list of 44 commonly identified instructional leadership behaviors was produced. These behaviors are believed to be important[18] and impact student academic achievement.[19] Please see Appendix B for an overview of all research references bearing upon each instructional leadership behavior.

Likewise, these 44 behaviors cluster into six instructional leadership functions of the principal. These recommended functions include the following: 1) goal setting, 2) coordination, 3) supervision and evaluation, 4) staff development, 5) school climate, and 6) school/community relations.

The list of 44 instructional leadership behaviors was sent to a group of ten nationally known educational experts.* Analysis of expert opinions resulted in twenty-nine behaviors identified as "most important" after ranking all 44 behaviors by mean and standard deviation. (See Appendix D).

The resulting six instructional leadership functions were then defined by these "most important" behaviors:

Goal Setting

Goal setting is defined as the process used to develop a statement describing a broad intent or purpose.[20] Two categories of goals include: Those that seek to bring about changes in learners and those that relate to intended changes in institutional (i.e., school) directions or procedures.[21]

*See Appendix C.

The Principal:

1.* Ensures that school instructional goals are developed congruent with district policies.

3.* Involves staff in making crucial decisions that affect instruction.

30.* Ensures that needs assessments are conducted relevant to student needs in the instructional program.

Coordination

Coordination is defined as "unifying the contribution of people, materials, and other resources towards the achievement of a recognized purpose." [22] In a formal organization, coordinating involves three principal activities: 1) developing instructional goals/purposes; 2) affecting an effective division of labor such that specific and carefully determined responsibilities are assigned to each employee; 3) fostering a willingness among employees to carry out the duties assigned to them.[23]

The Principal:

6.* Works with teachers to coordinate the instructional program between grades.

7.* Participates in formal and/or informal discussions concerning instruction as it impacts student achievement.

13.* Assists teachers in securing available resources for program implementation.

16.* Encourages staff to bring instructional issues to the faculty for discussion.

32.* Exhibits problem-solving skills related to resolving instructional concerns.

*These numbers correspond to the items from the Instructional Activity Questionnaire found in Appendix E.

Supervision and Evaluation

Supervision is defined as an instructional leadership function that has general instructional improvement as its major purpose.[24] Key areas of responsibility associated with the principal's supervision role include: evaluation of teachers, curriculum development, and instructional program.[25] Evaluation is defined as the process of making judgments about the worth or appraised value of an object, event, person, policy or program.[26] Two types of evaluation are: 1) "program evaluation" which is the assessment of value, worth, or merit of a particular educational program the results of which indicate if program goals are met;[27] and 2) "teacher evaluation" which is an assessment program for the appraisal of teacher performance.[28]

The Principal:

8.* Conducts pre-observation conference with the teacher.

9.* Systematically observes teacher's instructional methods within the classroom.

10.* Conducts post-observation conference with the teacher.

11.* Ensures that systematic procedures for monitoring student progress are utilized by staff.

12.* Places emphasis on the meaning of test results for program improvement.

17.* Makes regular visits to classrooms.

22.* Evaluates curricular programs.

31.* Ensures that school curriculum is developed congruent with district policies.

*These numbers correspond to the items from the Instructional Activity Questionnaire.

Staff Development

Staff development is defined as a program of activities most commonly designed to promote the professional growth of teachers.[29]

The Principal:

14.* Promotes staff development activities related to meeting student needs.

15.* Provides instructional advice to teachers regarding instructional concerns.

18.* After observation, systematically helps teachers improve their effectiveness.

20.* Identifies faculty inservice needs.

23.* Observes innovative curricular programs.

School Climate

"School climate is defined as the norms, expectations and beliefs of the people within a school which govern their behavior in the domain of student achievement."[30]

The Principal:

4.* Communicates high expectations for student academic performance to staff.

19.* Protects faculty from undue pressures so primary focus is on instruction.

24.* Personally recognizes the professional accomplishments of faculty including basic goal attainment.

26.* Assesses faculty morale.

28.* Establishes a safe/orderly school environment with a clear discipline code.

*These numbers correspond to the items from the Instructional Activity Questionnaire.

School/Community Relations

School/community relations is defined as a process which seeks to establish effective two-way communication channels between school and community and strives to achieve consensus with respect to the role of school.[31] Public relations is defined as essentially a one-way communication process, i.e., school to community.

The Principal:

2.* Ensures that instructional goals are clearly communicated to everyone.

25.* Provides information to the community regarding academic achievements.

*These numbers correspond to the items from the Instructional Activity Questionnaire.

DESIGN OF STUDY

Methods

The twenty-nine behaviors rated as "most important" by these experts were then listed on a questionnaire that was sent to selected elementary school principals and teachers. The criteria for selecting these schools was based on their California Assessment Program (CAP) scores. Those elementary schools, grades K-6, which scored above their comparison score band in reading, received questionnaires as well as those schools scoring below their expectancy band in reading. This meant that essentially two different groups of schools were being surveyed, those with achievement higher than expected and those with achievement lower than expected. Subjects were asked to respond to each item on the questionnaire, indicating the degree to which each was implemented by the principal in their school. From this questionnaire it was possible to secure an overall implementation score for each school, based on the frequency with which the behaviors were implemented. This allowed a comparison of frequency of implementation of instructional leadership behaviors between the high-achieving schools and the low-achieving schools. Furthermore, it was possible to do an item analysis to determine which items were different in their frequency of implementation between high-achieving and low-achieving schools. Finally, it was also possible to correlate the degree of agreement between teachers' perceptions of frequency of implementation and the principals' perception of frequency of implementation. This allowed the determination of whether schools with high degree of principal and teacher agreement are likely to achieve better than schools with a low degree of principal and teacher agreement.

Testing of Hypotheses

Hypothesis #1 was tested by utilizing a "t" for unmatched samples to compare the mean implementation score of principals in high-achieving schools with the mean implementation score of principals of low-achieving schools, teacher scores were also compared for high-achieving vs. low-achieving schools.

In testing for the second hypothesis, that schools defined as lower-achieving schools will have a higher deviation score than those schools defined as high-achieving schools, the mean deviation scores were compared for high-achieving schools versus low-achieving schools by a "t". In order to establish deviation scores, the principal's implementation score was subtracted from the implementation score of each teacher at that school in order to provide an average deviation score. Thus, it was possible to get a deviation score for each school and compare both the degree of deviation as well as the direction of deviation between the high-achieving and low-achieving schools.

Item Analysis

By computing, also, a mean score for each item on the questionnaire, across groups, it was possible to describe which behaviors were most frequently utilized by principals. Items with the highest mean score are those most frequently implemented. Utilizing "t" to determine the significance of difference in implementation, an item analysis was performed to determine if high-achieving and low-achieving schools differ in the frequency to which individual strategy is utilized. This then allowed for identification of individual strategies which are differently implemented in high- versus low-achieving schools. In addition, an attempt was made to look at critical items in which there was pronounced principal/teacher deviation in their perception of implementation.

Analysis of Instructional Leadership Functions

The individual items were then grouped into their appropriate instructional leadership function as identified in literature review. A mean function implementation score was then obtained by combining, into one average score, the responses from all the items included in that function. A two-way analysis of variance was conducted to determine whether these functions differed in the frequency of implementation, either among themselves, or between school types.

Demographic Comparison

Finally, although it is not a direct focus of this study, it was possible to compare implementation scores with various demographic factors. For example, it was possible to determine the relationship of factors such as sex of the principal and years of experience upon the degree to which positive instructional leadership behaviors are implemented in the school.

Data Source

Instrumentation/Development of Questionnaires

The Instructional Leadership Behaviors Questionnaire was developed by reviewing the research literature that identified the behaviors characteristic of effective instructional leaders as described in the literature and research. Instructional leadership behaviors were included if they were identified by two or more authors in literature. However, most of the behaviors were cited by a number of different authors. Behaviors were listed so that each represented a finite single behavior, identifiable and specific. This resulted in a list of 44 behaviors, or questionnaire items, taken directly from the literature.

In order to validate these items and determine which were judged to be most important in instructional leadership, the 44 items were sent to ten nationally known educational experts. The qualifications that the experts must demonstrate included: 1) an advanced degree, 2) responsibilities for instructional leadership in current position, 3) national publications regarding instructional leadership within past five years, 4) development of instructional leadership model, and 5) research or training experience with principals related to instructional leadership within past five years. Potential experts were required to meet a least four of the five criteria above to be selected as an expert in the study. The individual instructional leadership behaviors were than ranked by mean and standard deviation based on nine expert responses. This resulted in 29 instructional leadership behaviors which were subsequently placed on the second questionnaire entitled, Instructional Activity Questionnaire for principal and teacher responses (See Appendix E).

Sample

Four categories of schools were included in the sample. Schools were either high-achieving (scoring above the comparison score band on California Assessment Program (CAP) reading and math) or low-achieving (scoring below the comparison score band on CAP reading and math.) There were also schools above and below the comparison score band in reading only. Subjects were asked to rate the frequency with which each behavior was implemented by the principal at their school.

The sample included 42 schools above the comparison score band in reading, in both third and sixth grade; 27 of these schools were above the comparison score band in both reading and math at both grade levels. Seventy-nine schools were below the comparison score band at both grade levels in reading; 50 of these schools were below the comparison score band in both reading and math in both grade levels.

RESULTS

Demographic Results

Of 847 questionnaires mailed, a total of 510, or 60% were returned. Of these, 89 were returned from principals and 421 from teachers. For a school to be included in the sample, it was necessary that the principal and at least three teachers returned valid questionnaires. Twelve questionnaires, all completed by teachers, were eliminated because they were considered invalid or because teachers had not been at the school a full year. (Questionnaires were considered invalid if respondents failed to reverse their answers on the two redundant test items designed for the purpose of measuring response consistency.) In addition, schools were eliminated if the principal completing the questionnaire had not been principal at that school during the year 1981-82. This criterion necessitated the elimination of ten schools: two high-achieving, three high-achieving reading only, four low-achieving, and one low-achieving reading only. Eighty-five percent of the principals of high-achieving schools returned the questionnaires while 42% of the low-achieving school principals returned the questionnaires. A Chi Square was used to test differences and was found to be significant. ($X^2 = 15.61$ $p < .001$). High-achieving schools returned questionnaires with a greater frequency than low-achieving schools. The resulting sample utilized is presented in Table 1.

TABLE 1

NUMBER OF VALID QUESTIONNAIRES RETURNED
FROM EACH TYPE OF SCHOOL

School Type	# Principals	Percent Returned	# Teachers	Percent Returned
High	20	85%	96	82%
High (Reading only)	8		42	
Low	30	42%	87	76%
Low (Reading only)	18		132	

Overall, there are 20 schools included in the sample labeled "high-achieving" (above the comparison band in third and sixth grade in both reading and math). Of these 20 schools 18 are actually above the comparison score band in written expression as well as reading and math. Another group of eight schools fall into the category of "high-achieving in reading only." There are 18 schools which are low-achieving only in reading, and 30 schools low-achieving in both reading and math in third and sixth grade. Twenty-five of these 30 are below the comparison score band in written expression as well as reading and math. Since the majority of the schools fall in the "high-achieving" and "low-achieving" categories, the majority of statistics are done on these two groups, representing the extremes of CAP test achievement.

Principal Demographic Data

The demographic characteristics of responding principals, by school type, are presented in Table 2 on the subsequent page.

A 2 x 2 Chi Square was utilized to test for independence of school type and sex of principal. A t was utilized to test for any difference in mean years of experience. There was no significant difference between types of schools in either the sex of the principal nor in the principal's years of experience. Table 2 indicates both the mean years of experience of principals for each group as well as listing the range of years of experience.

Teacher Demographic Data

The number of teacher questionnaires returned by each school was then compared for high- and low-achieving schools. The data are presented in Table 3. There was no significant difference in the average number of teachers returning questionnaires per school by school type.

The average years of experience of teachers as well as teachers' average number of years at the schools surveyed are presented in Table 4. The average number of years that teachers had been at the sample schools was 9.05 years. Eighty-two percent of the teachers were female and 18% were male.

Testing the Hypotheses

Hypothesis 1

The first hypothesis, schools which achieve above the comparison score band in both reading and math will demonstrate a significantly higher degree of implementation of the instructional leadership behavior than schools scoring below the comparison score band in reading and math achievement, was tested in the following manner. A total implementation score was obtained for

TABLE 2

PRINCIPAL DEMOGRAPHIC DATA

School Type	N	Sex		Mean Years Experience		Range of Experience (Years)	
		% Male	% Female	As Principal	As Principal at that School	As Principal	As Principal at that School
High	20	65	35	10.8	6.2	2-32	2-16
High (Reading Only)	8	75	25	10.3	4.3	3-30	2-7
Low	30	55	45	12.5	5.0	2-32	2-18
Low (Reading Only)	18	47	53	11.9	6.5	4-24	3-14

Demographic data for principals by school type. Only principals of schools included in the analysis are included here.

TABLE 3

NUMBER OF TEACHERS RETURNING QUESTIONNAIRES
PER SCHOOL BY SCHOOL TYPE

	Number of teachers returning questionnaires				Total teacher question-naires returned	Average # questionnaires returned per school
	3	4	5	6		
Number of High-Achieving Schools	4	4	4	8	95	4.80
Number of High (Reading Only) Schools	3	4	1	0	42	3.75
Number of Low-Achieving Schools	7	10	7	6	132	4.40
Number of Low (Reading Only) Schools	5	8	2	3	87	4.17

each respondent by adding together the value of the frequency of utilization marked for each item on the questionnaire, and then subtracting from this total the redundant items included solely for the purpose of confirming internal consistency. Thus, if a respondent indicated that the principal "always" performed a certain behavior, they received a score of 5 for that item. The scores for each of the items were added together to derive a total questionnaire implementation score. If a respondent failed to complete the questionnaire and left no more than three items blank, they received a prorated score for their questionnaire. Since there was a range of from 3 to 6 teachers responding to each school, the questionnaire scores for each of the responding teachers at the school

TABLE 4

TEACHER DEMOGRAPHIC DATA

School Type	N	Sex		Mean Years Experience		Range of Experience (Years)	
		% Male	% Female	As Teacher	As Teacher at that School	As Teacher	As Teacher at that School
High	96	19	81	15.2	8.12	1-45	1-26
High (Reading Only)	42	17	83	16.4	10.2	1-35	1-28
Low	132	17	83	16.2	7.7	1-45	1-30
Low (Reading Only)	87	18	82	17.4	11.5	1-32	1-36

were averaged together to provide a mean teacher score for each school. Mean questionnaire scores were then determined for the principals in each of the four groups of schools. Mean questionnaire scores were also determined for the teachers at each of the four groups of schools. These results are presented in Table 5.

As one can see from the table, the largest number of respondents are represented by the high-achieving and by the low-achieving groups. In addition, these groups represent the extremes in terms of CAP test achievement. Comparing these two groups, t revealed there was no significant difference between the mean implementation scores in the self-report of principals of high-achieving schools compared to self-report of principals in low-achieving schools. However, teachers of high-achieving schools rated their principals in demonstrating instructional leadership behaviors significantly more often than teachers of low-achieving schools rated their principals ($t = 2.13$, $p < .05$ level). Thus, the teachers of high-achieving schools perceive their principals as demonstrating significantly greater implementation of instructional leadership behaviors than teachers of low-achieving schools view their principals as demonstrating. Schools high- or low-achieving in reading only did not differ significantly from schools that were "high-achieving" or "low-achieving" in either the teacher ratings or the principal ratings.

Hypothesis 2

The second hypothesis stated that schools achieving above the comparison band in reading and math will show a higher degree of agreement between principals and teachers in their perception of the frequency in which instructional leadership behaviors are implemented than will principals and teachers at low-achieving schools.

TABLE 5

MEAN QUESTIONNAIRE SCORE FOR
PRINCIPALS AND TEACHERS BY SCHOOL TYPE

	PRINCIPALS			TEACHERS		
School Type	N	$\bar{X}$ Questionnaire Score	Standard Deviation	N	$\bar{X}$ Questionnaire Score	Standard Deviation
High	20	123.00	14.48	96	120.78	18.51
High (Reading Only)	8	125.38	9.10	42	117.90	19.80
Low	30	127.60	11.94	87	114.68	23.0
Low (Reading Only)	18	120.39	9.22	132	118.05	17.15

In order to test this hypothesis, the total questionnaire score for each teacher was subtracted from his or her principal's total questionnaire score to provide a deviation score. Two different means were computed, one was a mean deviation score, taking into account the sign of the direction of the deviation, the second mean score was computed without regard to the direction of the deviation. The first is an overall average degree of deviation, as well as the direction of that deviation. The second mean gives the magnitude of the deviation. These results are presented in Table 6.

TABLE 6

MEAN DEVIANCE SCORE BY SCHOOL TYPE

School Type	MEAN DEVIANCE SCORE	
	Accounting for Direction	Not Accounting for Direction
High	+ 1.42	16.15
Low	+11.92	21.26

When accounting for direction, a positive score indicates that the principal's score is higher than that of the teachers'.

The overall magnitude of deviation between principal and teacher scores of high-achieving schools was 16.15, while the deviation was 21.26 between principals and teachers at low-achieving schools. Thus, teachers and principals at low-achieving schools showed a significantly greater degree of discrepancy in their ratings than did principals and teachers at high-achieving schools (t (226) = 2.26, $p < .05$). The mean deviation, when the direction of the deviation is taken into account, was 1.42 for high-achieving schools versus 11.92 for low-achieving schools. In both instances, the teachers tended to perceive the principal as implementing the behavior less than the principal perceived him/herself implementing the behavior. However, the low-achieving teachers showed significantly (t (226) = 3.28, $p < .01$) greater discrepancy from the principals self-rating than did the teachers at the high-achieving schools. In general, teachers at low-achieving schools perceive their principals as implementing the instructional leadership behaviors significantly less than the principals perceived him/herself as implementing these behaviors. These significant results confirmed the second hypothesis.

Answers to Research Questions

There were six major research questions proposed that were to be answered by this study.

Research Question #1: "What are the major instructional leadership behaviors identified in the literature?" This question was answered in the review of literature which resulted in 44 specific instructional leadership behaviors. (See Appendix B).

Research Question #2: "From this list of instructional leadership behaviors, what behaviors are ranked "most important" by a panel of nationally know experts?" This question was answered by the analysis that resulted in the final questionnaire submitted to the schools. (See Appendices D and E).

Research Question #3: "To what degree are these "most important" instructional leadership behaviors implemented in the elementary schools of Southern California?" This research question is answered by the teachers and principals rating of the frequency of implementation of these behaviors. It may be surmised that the teachers' ratings of the principals' implementation is more valid than the principals' self-rating, particularly in view of the degree of discrepancy in the low-achieving schools. Table 7 presents the list of instructional leadership behaviors and the frequency with which each behavior is implemented, as perceived by teachers. This table lists the behaviors "most frequently implemented" at the top, ranging downward to those behaviors "least frequently implemented."

Research Question #4: "What is the degree to which principals and teachers agree in their perception in the frequency of implementation of instructional leadership behaviors?" This question interfaces with hypothesis #2. In short, principals and teachers seem to agree fairly closely at high-achieving schools, but demonstrate significant disagreement in the frequency with which the behaviors are implemented in low-achieving schools. The following item analysis answers this question more specifically.

TABLE 7

MEAN IMPLEMENTATION SCORE AND RANK FOR EACH QUESTIONNAIRE ITEM

		HIGH ACHIEVING SCHOOLS		LOW ACHIEVING SCHOOLS	
	Item #	X Implementation Score	Rank	X Implementation Score	Rank
The Principal:					
1. Ensures that school instructional goals are developed congruent with district policies.	1	4.70	1	4.49	1
4. Communicates high expectations for student academic performance to staff.	4	4.65	2	4.35	3
31. Ensures that school curriculum is developed congruent with district policies.	31	4.52	3	4.40	2
2. Ensures that instructional goals are clearly communicated to everyone.	2	4.49	4	4.23	6
28. Establishes a safe/orderly school environment with a clear discipline code.	28	4.38	5	4.01	11.5

The mean implementation score is on the same 1-5 scale as the questionnaire; (5 = always). Tied ranks are listed in order by item number. These are teacher perceptions only.

TABLE 7 (Continued)

MEAN IMPLEMENTATION SCORE AND RANK FOR EACH QUESTIONNAIRE ITEM

		HIGH ACHIEVING SCHOOLS		LOW ACHIEVING SCHOOLS	
	Item #	X Implementation Score	Rank	X Implementation Score	Rank
The Principal:					
11. Ensures that systematic procedures for monitoring student progress are utilized by staff.	11	4.35	6	3.98	14
10. Conducts post-observation conference with the teacher.	10	4.33	7	4.27	4
3. Involves staff in making crucial decisions that affect instruction.	3	4.28	8	4.11	6
7. Participates in formal and/or informal discussions concerning instruction as it impacts student achievement.	7	4.24	10	3.91	17
12. Places emphasis on the meaning of test results for program improvement.	12	4.24	10	4.09	7

The mean implementation score is on the same 1-5 scale as the questionnaire; (5 = always). Tied ranks are listed in order by item number. These are teacher perceptions only.

TABLE 7 (Continued)

MEAN IMPLEMENTATION SCORE AND RANK FOR EACH QUESTIONNAIRE ITEM

		HIGH ACHIEVING SCHOOLS		LOW ACHIEVING SCHOOLS	
	Item #	X Implementation Score	Rank	X Implementation Score	Rank
The Principal:					
14. Promotes staff development activities related to meeting student needs.	14	4.24	10	4.05	8
13. Assists teachers in securing available resources for program implementation.	13	4.20	12	3.81	21.5
24. Personally recognizes the professional accomplishments of faculty including basic goal attainment.	24	4.16	13	4.01	11.5
9. Systematically observes teacher's instructional methods within the classroom.	9	4.15	15	3.94	16
25. Provides information to the community regarding academic achievements.	25	4.15	15	4.02	10

The mean implementation score is on the same 1-5 scale as the questionnaire; (5 = always). Tied ranks are listed in order by item number. These are teacher perceptions only.

TABLE 7 (Continued)

MEAN IMPLEMENTATION SCORE AND RANK FOR EACH QUESTIONNAIRE ITEM

		HIGH ACHIEVING SCHOOLS		LOW ACHIEVING SCHOOLS	
	Item #	X Implementation Score	Rank	X Implementation Score	Rank
The Principal:					
30. Ensures that needs assessments are conducted relevant to student needs in the instructional program.	30	4.15	15	4.04	9
17. Makes regular visits to classroom.	17	4.10	17	3.73	25
29. Provides time for teachers to work on curriculum development whenever district policy allows.	29	4.09	18	4.00	13
22. Evaluates curricular programs.	22	4.04	19	3.79	23.5
23. Observes innovative curricular programs.	23	4.02	20	3.70	27
32. Exhibits problem-solving skills related to resolving instructional concerns.	32	4.01	21	3.96	15

The mean implementation score is on the same 1-5 scale as the questionnaire; (5 = always). Tied ranks are listed in order by item number. These are teacher perceptions only.

TABLE 7 (Continued)

MEAN IMPLEMENTATION SCORE AND RANK FOR EACH QUESTIONNAIRE ITEM

		HIGH ACHIEVING SCHOOLS		LOW ACHIEVING SCHOOLS	
	Item #	X Implementation Score	Rank	X Implementation Score	Rank
The Principal:					
6. Works with teachers to coordinate the instructional program between grades.	6	3.99	22.5	3.90	18
15. Provides instructional advice to teachers regarding instructional concerns.	15	3.99	22.5	3.79	23.5
20. Identifies faculty inservice needs.	20	3.96	24	3.81	21.5
16. Encourages staff to bring instructional issues to the faculty for discussion.	16	3.88	25	3.66	28
18. After observation, systematically helps teachers improve their effectiveness.	18	3.86	26.5	3.72	26

The mean implementation score is on the same 1-5 scale as the questionnaire; (5 = always). Tied ranks are listed in order by item number. These are teacher perceptions only.

TABLE 7 (Continued)

MEAN IMPLEMENTATION SCORE AND RANK FOR EACH QUESTIONNAIRE ITEM

		HIGH ACHIEVING SCHOOLS		LOW ACHIEVING SCHOOLS	
	Item #	X Implementation Score	Rank	X Implementation Score	Rank
The Principal:					
19. Protects faculty from undue pressures so primary focus is on instruction.	19	3.86	26.5	3.85	19
26. Assesses faculty morale.	26	3.77	28	3.58	29
8. Conducts pre-observation conference with the teacher.	8	3.59	29	3.82	20

The mean implementation score is on the same 1-5 scale as the questionnaire; (5 = always). Tied ranks are listed in order by item number. These are teacher perceptions only.

Item Analysis

Principal/Teacher Discrepancy

Table 8 indicates items in which there was a significant discrepancy between teachers and principals, in regard to the frequency with which that activity or that behavior is implemented. Listed are those items in which teachers perceive a behavior as implemented more or less frequently than principals report. The significance of difference for these items, as well as the direction of difference, is indicated. In each case, the principals rate themselves as implementing the behavior more frequently than the teachers' perceptions indicate.

Research Questions 5-A and 5-B
Discrepancy Between School Types

Research Questions 5-A and 5-B deal with the issue of which instructional leadership behaviors are implemented to different degrees in high-achieving schools compared with low-achieving schools. In the analysis, only the teachers' report of the implementation of the behaviors was utilized since teachers differ significantly in the high-achieving compared to low-achieving schools in their overall implementation scores, while principals showed no significant difference. For principals alone, there is no significant difference on any of the 29 items in the degree of implementation in high-achieving schools when compared to low-achieving schools. The results are presented in Table 9 on the subsequent page.

Results Concerning Instructional Leadership Functions
Mean Implementation Scores

The individual items were then grouped into six groups. Each group represented one of the instructional leadership functions discussed in Chapter 2 , i.e., Goal Setting,. School Community Relations, Supervision and Evaluation, School Climate, Coordination, and Staff Development. A mean implementation score was then obtained for each of these cluster groups, or

TABLE 8

ITEMS SHOWING PRINCIPAL
AND TEACHER DISAGREEMENT

ITEMS SHOWING DISAGREEMENT IN
HIGH ACHIEVING SCHOOLS

Item #	t	df	Level of significance	Direction
26	2.79	114	.01	p

ITEMS SHOWING DISAGREEMENT IN
LOW ACHIEVING SCHOOLS

Item #	t	df	Level of significance	Direction
1	1.98	155	.05	p
2	2.59	155	.02	p
3	2.52	152	.02	p
4	2.00	155	.05	p
7	2.60	154	.02	p
9	1.97	153	.05	p
13	2.94	156	.01	p
15	3.25	153	.01	p
16	2.47	152	.02	p
17	2.88	157	.01	p
18	2.23	153	.05	p
19	3.16	156	.01	p
20	2.35	151	.05	p
26	3.84	154	.001	p
28	3.72	153	.001	p
29	2.34	153	.05	p
30	2.43	153	.02	p

Direction: p = principals' mean score is higher than teachers' mean score.

t = teachers' mean score is higher than principals' mean score.

Those questionnaire items showing significant difference between teachers' perceptions and principals' self-reports. In all cases, the principals report more frequent implementation than the teachers.

TABLE 9

ITEMS DIFFERING IN THE DEGREE OF IMPLEMENTATION BETWEEN SCHOOL-TYPES

Item The Principal:	Item #	t	df	Level of Significance	Direction
Ensures that school instructional goals are developed congruent with district policies.	1	2.25	219	.05	H
Ensures that instructional goals are clearly communicated to everyone.	2	2.18	219	.05	H
Communicates high expectations for student academic performance to staff.	4	2.74	222	.01	H
Participates in formal and/or informal discussions concerning instruction as it impacts student achievement.	7	2.52	220	.02	H
Ensures that systematic procedures for monitoring student progress are utilized by staff.	11	2.69	214	.01	H
Assists teachers in securing available resources for program implementation.	13	3.13	221	.01	H
Makes regular visits to classrooms.	17	2.59	221	.02	H
Evaluates curricular programs.	22	2.01	216	.05	H
Observes innovative curricular programs.	23	2.45	212	.02	H
Establishes a safe/orderly school environment with a clear discipline code.	28	2.61	216	.02	H

Those items showing significant difference between high and low achieving schools are presented. Direction indicates whether high-achieving school principals (H) implement the behavior more often, or if low-achieving school principals (L) do so.

functions, by combining the results of the individual items included in that cluster. Table 10 shows which items are included in each function and the mean implementation score for that function in each of the school types.

Two-Way Analysis of Variance

A two-way analysis of variance was then performed on these data, showing significant difference in each factor, but not for interaction. In other words, there was significant difference ($F(5,6175) = 53.1$ $p < .01$) in the frequency with which high-achieving school principals implemented the instructional leadership functions as compared to the frequency of implementation for low-achieving school principals. There was also significant difference ($F(1,6175 = 17.12$ $p < .01$) among the frequency of implementation of the various functions, i.e., some functions are implemented more frequently than others. This pattern is the same for both school types hence the lack of significance of interaction, and is presented in Table 10. The most frequently implemented function is at the top of the table and the least frequent at the bottom. Also presented in this table is the protected t-score and its level of significance obtained in comparing high- and low-achieving schools' scores in each cluster group. Each group, or instructional leadership function, is implemented more often in high-achieving schools than in low-achieving schools.

TABLE 10

RESULTS OF CLUSTER ITEMS WITHIN INSTRUCTIONAL LEADERSHIP FUNCTIONS

Instructional Leadership Function	Items Included	Mean Implementation Score by School Type		df	Protected t-score	Level of Significance
		High	Low			
Goal Setting	1 3 30	4.38	4.22	6174	4.17	.001
School Community Relations	2 25	4.32	4.12	6174	6.50	.001
Supervision and Evaluation	8 9 10 11 12 17 22 31	4.16	4.00	6174	6.66	.001
School Climate	4 19 24 26 28	4.16	3.96	6174	6.41	.001
Coordination	6 7 13 16 32	4.07	3.85	6174	7.25	.001
Staff Development	14 15 18 20 23	4.01	3.82	6174	4.03	.001

Conclusions

1. Findings from this study confirm earlier literature citations and research findings that instructional leadership behavior of principals is an important influence on student achievement.

2. Principal involvement in instructional leadership should be focused, when appropriate, on the 29 behaviors rated as "most important" by nine nationally known experts.

3. Teachers from high-achieving schools rated their principals as demonstrating the following instructional leadership behaviors significantly more often than teachers from low-achieving schools.

a. The principal ensures that school instructional goals are developed congruent with district policies.

b. The principal ensures that instructional goals are clearly communicated to everyone.

c. The principal communicates high expectations for student academic performance to staff.

d. The principal participates in formal and/or informal discussions concerning instruction as it impacts student achievement.

e. The principal ensures that systematic procedures for monitoring student progress are utilized by staff.

f. The principal assists teachers in securing available resources for program implementation.

g. The principal makes regular visits to the classrooms.

h. The principal evaluates curricular programs.

i. The principal observes innovative curricular programs.

j. The principal establishes a safe/orderly school environment with a clear discipline code.

Principals interested in prioritizing their instructional leadership tasks and subsequently influencing student achievement, should give considerable attention to these specific instructional leadership behaviors.

4. Principals from low-achieving schools rated implementation of their instructional leadership behaviors very closely to principals of high-achieving schools; however, teachers from low-achieving schools disagreed with their principal's self-rating while teachers from high-achieving schools closely agreed with their principal's rating. Principals from low-achieving schools seem to have difficulty discriminating between their actual instructional leadership behavior and their ideal behavior.

5. Teachers from high-achieving schools perceived that their principals perform all six of the following instructional leadership functions significantly more often that teachers from low-achieving schools.

a. Goal Setting

b. School/Community Relations

c. Supervision and Evaluation

d. School Climate

e. Coordination

f. Staff Development

Principals from low-achieving schools also performed all six instructional leadership functions, but in each case the function was performed significantly less often by the low-achieving school principals than by the high-achieving school principals. The six functions listed above are in order of frequency of implementation. The order is the same for both school types.

6. Five of the 10 instructional leadership behaviors related to goal setting, coordination, and school climate, implemented significantly more often by principals in high-achieving schools, have leadership implications for officers in business management.

Recommendations For Further Study

1. Since teachers from low-achieving schools perceive their principal's instructional leadership behaviors significantly different than their principal's self-report, further analysis of how these principals actually utilize their time should be examined.

2. Additional studies should be instituted in schools determined as "effective" rather than simply "high-achieving," in order to confirm that the significant ten instructional leadership behaviors of principals are valid.

3. Through interview and qualitative analysis, the ten instructional leadership items found to be effective in this study could be further validated and explored in order to determine exactly how these behaviors are implemented, and any qualifying descriptors that affect that implementation.

4. Increased inservice opportunities should be available to inform principals of the essential instructional leadership behaviors. An examination of current pre-service and inservice practices for principals should be conducted and analyzed in order to determine if the necessary opportunities for principals to be effective instructional leaders are being provided.

5. Additional studies should be instituted in high- and low-achieving schools where reading and math achievement is sustained for at least three years in order to validate the most significant ten instructional leadership behaviors found in this study.

NOTES

[1]Philip Hallinger et al., "School Effectiveness: Identifying Specific Practices, Behaviors for Principal, "NASSP Bulletin 57, 463 (May 1983): 86.

[2]James S. Coleman et al., Equality of Educational Opportunity (Washington, D.D.: U.S. Government Printing Office, 1966).

[3]California State Department of Education, Office of Program Evaluation and Research, School Effectiveness Study: The First Year (Sacramento: The Department, 1977), p.1.

[4]Wilbur B. Brookover et al., Schools Can Make a Difference (East Lansing, Michigan: Michigan State University, 1977), p.227.

[5]See Keith Goldhammer and Gerald L. Becker, "What Makes a Good Elementary School Principal?" American Education 6, 3(April 1970): 11; Association of California School Administrators (ACSA), Changing Role of the Principal (California: ERIC Document Reproduction Service, ED 155777, 1978), p.8; Judith Crooks Burnes, Sallie M. Blake, Ethel S. Scheldon, Gordon J. Klopf, "Inservice for Educational Leadership," National Elementary Principal 60, 2 (November/December 1975): 74; William C. Miller, "Can a Principal's Improved Behavior Result in Higher Public Achievement?" Educational Leadership 33, 5 (February 1976): 336-338.

[6]Goldhammer and Becker, pp. 11-13.

[7]Hallinger et al., p. 85: James A. Lipham, Effective Principal, Effective School (Reston, VA: American Association of Secondary School Principals, 1981), p.4.

[8]Daniel L. Duke, "Leadership Functions and Instructional Effectiveness," NASSP Bulletin 66, 456 (October 1982): 5-9

[9]Sallie M. Blake, Developing the Leadership Role: A Resource Book for Principals (New York: ERIC Document Reproduction Service, ED 114 800, 1974), pp. 5-7

[10]Ron Edmonds, "Effective Schools for the Urban Poor," Educational Leadership 37, 1 (October 1979): 22

[11]Loran Braught, "The Elementary Principal's Role in Improving Reading Instruction," Contemporary Education 48, 3 (Spring 1977): 159-160

[12]Wilbur B. Brookover et al., Elementary School Climate and School Achievement (New York: ERIC Document Reproduction Services, ED 131 602, 1976), p.20.

[13]Steven T. Bossert et al., "Instructional Management Role of the Principal," Educational Administration Quarterly 18, 3 (Spring 1982): 37.

[14]See Wilbur B. Brookover, "Review of Why Do Some Urban Schools Succeed?" The Phi Delta Kappa Study of Exceptional Urban Elementary Schools," Harvard Educational Review 51, 3 (August 1981): 440; Duke, p.1.

[15]Duke, pp. 5-9.

[16]Hallinger et al., pp. 83-81.

[17]Karolyn J. Snyder, "Instructional Leadership for Productive Schools," Educational Leadership 40, 5 (February 1983): 32-37.

[18]Goldhammer and Becker, pp. 11-13; ACSA, p.8; Burns et al., p.74; Duke, pp. 5-9.

[19]Miller, pp. 336-338; Bossert, p.36.

[20]Dejnozka and Kapel, p.230.

[21]Ibid.

[22]Dejnozka and Kapel, p.230.

[23]Ibid.

[24]Dejnozka and Kapel, p.507.

[25]Ibid.

[26]Dejnozka and Kapel, p.197.

[27]Ibid.

[28]Ibid.

[29]Dejnozka and Kapel, p.492.

[30]Hallinger, p.88.

[31]Dejnozka and Kapel, p.459.

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APPENDICES

APPENDIX A

THREE THEORETICAL INSTRUCTIONAL LEADERSHIP MODELS

MODEL I

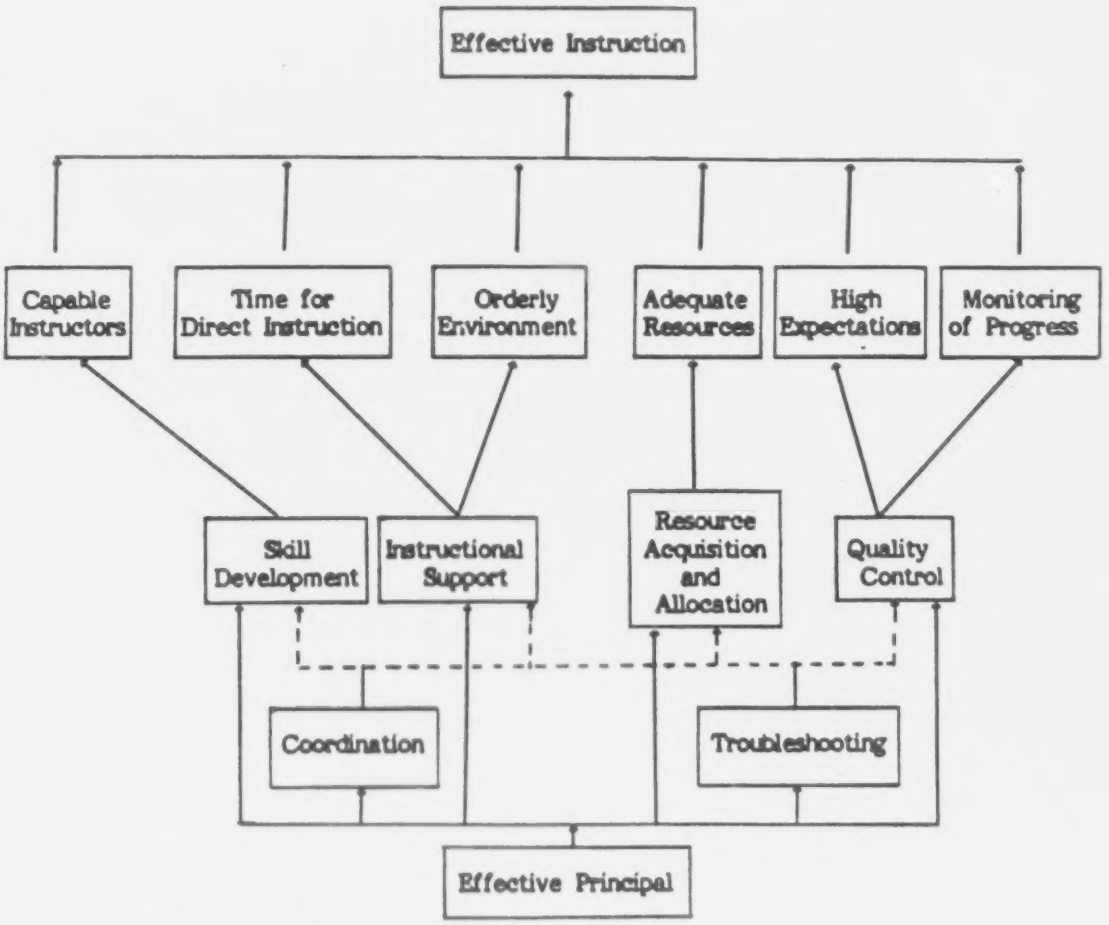
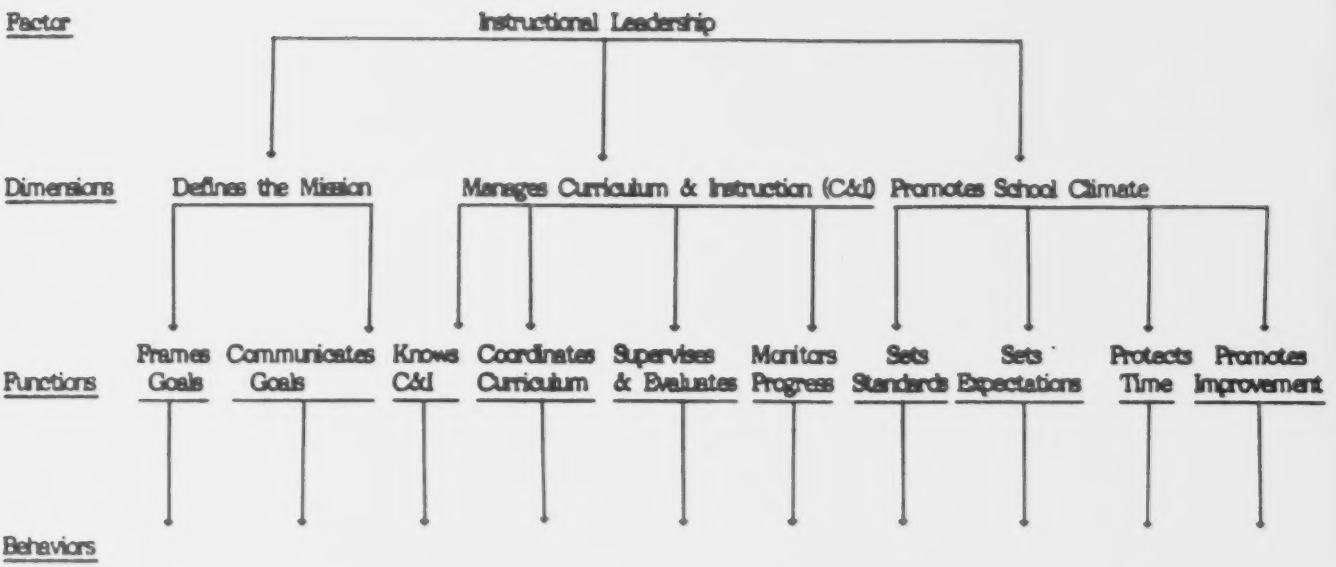


Figure 1

Source: Daniel L. Duke, "Leadership Functions & Instructional Effectiveness," NASSP Bulletin 66, 456 (October 1982): 8.

MODEL 2



Source: Philip Hallinger et al., "School Effectiveness: Identifying Specific Practices, Behaviors for Principals," NASSP Bulletin 57, 463 (May 1983): 86.

MODEL 3

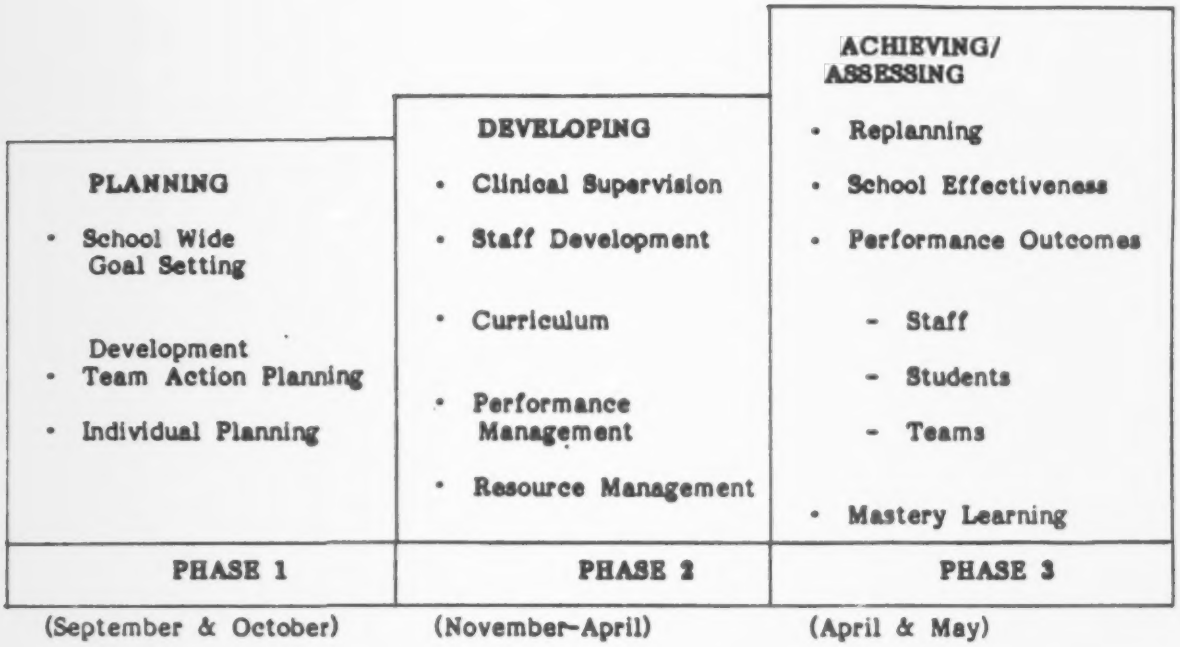


Figure 3

Source: Karolyn J. Snyder, "Instructional Leadership for Productive Schools," Educational Leadership 40, 5 (February 1983): 32.

APPENDIX B

RESEARCH REFERENCES FOR EACH INSTRUCTIONAL LEADERSHIP BEHAVIOR

PART I

Note: Numbers stated indicate page numbers.

	Duke (1982)	Hallinger (1983)	Pendergrass (1979)	Danley and Burch (1978)	Mazzarella (1977)	Edmonds (1979)	Brookover/Lezotte (1977)	Mc Cune (1982)	Pascarelli (1982)	Little (1981)	Lipham (1981)
1. Ensures that school instructional goals are developed congruent with district policies.	7	85	40		19			8-9	26	2	3-4
2. Ensures that instructional goals are clearly communicated to everyone.	6	85			19			9	28		3-4
3. Involves staff in making crucial decisions that affect instruction.	4	85	40	79	18			9	26-27	2	11-12
4. Communicates high expectations for student academic performance to staff.	6	88	42			22	17	14	26		
5. Ensures that instructional issues are a primary focus of faculty meetings.					3				2		
6. Seeks the involvement of parent and advisory groups in the school program.	7		42				9; 21	28			
7. Provid : teachers with clear guidelines of how much time to devote to each subject.		89									11-12

PART I

Note: Numbers stated indicate page numbers.

	Mann & Lawrence (1981)	Snyder (1983)	Cawelti (1980)	McIntyre & Grant (1980)	Pinero (1982)	Egherman (1981)	Klopf (1982)	Bossert (1982)	Walters (1979)	Villanova et al. (1981)	Jackson et al. (1983)
1. Ensures that school instructional goals are developed congruent with district policies.	8-9	32-33	8	45-48			37	37			
2. Ensures that instructional goals are clearly communicated to everyone.	8-9			45-48	17-19		36				
3. Involves staff in making crucial decisions that affect instruction.		32					36-38	37; 51	8		
4. Communicates high expectations for student academic performance to staff.	8-9	34			17-19		36			10	67
5. Ensures that instructional issues are a primary focus of faculty meetings.										11	
6. Seeks the involvement of parent and advisory groups in the school program.		32		45; 48			36-38	37	8-9		
7. Provides teachers with clear guidelines of how much time to devote to each subject.								41		16	

	Duke (1982)	Hallinger (1983)	Pendergrass (1979)	Danley and Burch (1978)	Mazzarella (1977)	Edmonds (1979)	Brookover/Lezotte (1977)	Mc Cune (1982)	Pascarelli (1982)	Little (1981)	Lipham (1981)
8. Works with teachers to coordinate the instructional program between grades.	7	87						9			
9. Participates in formal and/or informal discussions concerning instruction as it impacts student achievement.		85; 90		79	3;9			9; 15		1-2	
10. Conducts pre-observation conference with the teacher.					3					1	
11. Systematically observes teachers instructional methods within the classroom.		87	43	79	3			9		1	13-14
12. Conducts post-observation conference with the teacher.				79	3					1	
13. Reviews each teacher's lesson plans.								9		1	
14. Ensures that systematic procedures for monitoring student progress are utilized by staff.	6	87				22	79-82	9	26		14

	Mann & Lawrence (1981)	Snyder (1983)	Cawelti (1980)	McIntyre & Grant (1980)	Pinero (1982)	Egherman (1981)	Klopf (1982)	Bossert (1982)	Walters (1979)	Villanova et al. (1981)	Jackson et al. (1983)
8. Works with teachers to coordinate the instructional program between grades.		36			18		37			11	
9. Participates in formal and/or informal discussions concerning instruction as it impacts student achievement.		34			18	79	36			7-8	64; 66
10. Conducts pre-observation conference with the teacher.		34	8			79	37			8	
11. Systematically observes teachers instructional methods within the classroom.		34	8		18	79	37	51	10	7	
12. Conducts post-observation conference with the teacher.		34	8			79	37			8	
13. Reviews each teacher's lesson plans.							38			9	
14. Ensures that systematic procedures for monitoring student progress are utilized by staff.				48	17-19		36-37	41-42			69

	Duke (1982)	Hallinger (1983)	Pendergrass (1979)	Danley and Burch (1978)	Mazzarella (1977)	Edmonds (1979)	Brookover/Lezotte (1977)	Mc Cune (1982)	Pascarelli (1982)	Little (1981)	Lipham (1981)
15. Places emphasis on the meaning of test results for program improvement.	6	90		4				10			
16. Personally recognizes academic accomplishment of students.	6	89							28		14
17. Assists teachers in securing available resources for program implementation.	6	90	43					10	27	1-2	
18. Promotes staff development activities related to meeting student needs.	3-4	88-89		79	3			14	27		
19. Provides instructional advice to teachers regarding instructional concerns.		90	42	73	3			10; 15		1-2	
20. Encourages staff to bring instructional issues to the faculty for discussion.			43	79						1	
21. Makes regular visits to classrooms.	10	87		79	3			9; 15	28	2	14

	Mann & Lawrence (1981)	Snyder (1983)	Cawelti (1980)	McIntyre & Grant (1980)	Pinero (1982)	Egherman (1981)	Klopf (1982)	Bossert (1982)	Walters (1979)	Villanova et al. (1981)	Jackson et al. (1983)
15. Places emphasis on the meaning of test results for program improvement.		33; 37		48			37		8	9	66
16. Personally recognizes academic accomplishment of students.											64
17. Assists teachers in securing available resources for program implementation.		36		48	18		36-37			10	
18. Promotes staff development activities related to meeting student needs.		32	8	45; 47	18-19	79	36-38	37		10	64
19. Provides instructional advice to teachers regarding instructional concerns.		34			17-18	79-80	37	37		7	64
20. Encourages staff to bring instructional issues to the faculty for discussion.						79	36			11	
21. Makes regular visits to classrooms.						80	36	37		8	

	Duke (1982)	Hallinger (1983)	Pendergrass (1979)	Danley and Burch (1978)	Mazzarella (1977)	Edmonds (1979)	Brookover/Lezotte (1977)	Mc Cune (1982)	Pascarelli (1982)	Little (1981)	Lipham (1981)
22. After observation, systematically helps teachers improve their effectiveness.		87	43	79	3			15		2	
23. Protects faculty from undue pressures so primary focus is on instruction.	4	88-89		79					28		13-14
24. Prepares proposals for funding.										2	
25. Attends curriculum conferences or workshops.										2	
26. Develops instructional objectives related to curriculum implementation.			41		4			8; 15			14
27. Identifies faculty inservice needs.		89			3			14-15	26		
28. Personally conducts faculty inservice.					3						
29. Gives demonstration lessons in the classroom.			43		3						

	Mann & Lawrence (1981)	Snyder (1983)	Cawelti (1980)	McIntyre & Grant (1980)	Pinero (1982)	Egherman (1981)	Klopf (1982)	Bossert (1982)	Walters (1979)	Villanova et al. (1981)	Jackson et al. (1983)
22. After observation, systematically helps teachers improve their effectiveness.		34	8		18	79	36; 37	41; 51		8	64
23. Protects faculty from undue pressures so primary focus is on instruction.					19			42; 51		16	
24. Prepares proposals for funding.							38				
25. Attends curriculum conferences or workshops.							37				
26. Develops instructional objectives related to curriculum implementation.		33					37			19	
27. Identifies faculty inservice needs.				47				38	10		
28. Personally conducts faculty inservice.					18-19		36-37				
29. Gives demonstration lessons in the classroom.							37				

	Duke (1982)	Hallinger (1983)	Pendergrass (1979)	Danley and Burch (1978)	Mazzarella (1977)	Edmonds (1979)	Brookover/Lezotte (1977)	Mc Cune (1982)	Pascarelli (1982)	Little (1981)	Lipham (1981)
30. Evaluates curricular programs.		90	40		5		70	10			
31. Observes innovative curricular programs.											12
32. Utilizes central office personnel to assist in curriculum implementation.	7-8										
33. Personally recognizes professional accomplishments of faculty including basic goal attainment.								10			
34. Delegates responsibility for curriculum improvement to other staff members.	4-6		40	79	18				26-28		14
35. Provides information to the community regarding academic achievements.	7	89-90			4			10; 21	28		
36. Trains faculty in instructional strategies.		89						15			
37. Routes educational publications to appropriate faculty.											

	Mann & Lawrence (1981)	Snyder (1983)	Cawelti (1980)	McIntyre & Grant (1980)	Pinero (1982)	Egherman (1981)	Klopf (1982)	Bossert (1982)	Walters (1979)	Villanova et al. (1981)	Jackson et al. (1983)
30. Evaluates curricular programs.	8-9	33			18		37	37	8; 10		66
31. Observes innovative curricular programs.					18		37				
32. Utilizes central office personnel to assist in curriculum implementation.							36-38				
33. Personally recognizes professional accomplishments of faculty including basic goal attainment.						80		51			64
34. Delegates responsibility for curriculum improvement to other staff members.		32-33					36-37				
35. Provides information to the community regarding academic achievements.											
36. Trains faculty in instructional strategies.		33					36				
37. Routes educational publications to appropriate faculty.						79	37-38				

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	Duke (1982)	Hallinger (1983)	Pendergrass (1979)	Danley and Burch (1978)	Mazzarella (1977)	Edmonds (1979)	Brookover/Lezotte (1977)	Mc Cune (1982)	Pascarelli (1982)	Little (1931)	Lipham (1981)
38. Assesses faculty morale.			42					14			
39. Encourages inter-disciplinary teaming.				79						2	
40. Establishes a safe/orderly school environment with a clear discipline code.	5	88-89				18	16		26		
41. Ensures for curriculum development activities.								8-9		1-2	
42. Ensures that needs assessments are conducted relevant to the student needs in instructional program.					4			8; 10			
43. Ensures that school curriculum is developed congruent with district policies.	7	85	40		19			8-9	26		
44. Exhibits problem-solving skills related to resolving instructional concerns.					20				28		17

	Mann & Lawrence (1981)	Snyder (1983)	Cawelti (1980)	McIntyre & Grant (1980)	Pinero (1982)	Egherman (1981)	Klopf (1982)	Bossert (1982)	Walters (1979)	Villanova et al. (1981)	Jackson et al. (1983)
38. Assesses faculty morale.							36	38			
39. Encourages inter-disciplinary teaming.		34					36				
40. Establishes a safe/orderly school environment with a clear discipline code.		33			17		36	44-45	10		64
41. Ensures for curriculum development activities.		33	8						8		
42. Ensures that needs assessments are conducted relevant to the student needs in instructional program.			8				37				
43. Ensures that school curriculum is developed congruent with district policies.		32	8	45; 48			37				
44. Exhibits problem-solving skills related to resolving instructional concerns.											64

APPENDIX C

NAMES, POSITIONS, AND ADDRESSES OF THE TEN EXPERTS

TEN EXPERTS

1. Steven T. Bossert, Chairman, Department of Educational Administration
   339 Milton Bennion Hall, University of Utah
   Salt Lake City, UT 84112
   Phone: (801) 581-3372

2. Gordon Cawelti, Executive Director
   Association for Supervision and Curriculum Development
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   Phone: (703) 549-9110

3. Daniel L. Duke, Director, Educational Administration Program
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   Phone: (503) 652-2991

4. Philip Hallinger, Senior Program Associate, School Effectiveness Program
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   Phone: (408) 947-6500

5. James M. Lipham, Professor of Professional Administration
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   Phone: (703) 860-0200

6. Judith Warren Little, Senior Program Director
   Far West Laboratory for Educational Research & Development
   1855 Folsom Street, San Francisco, CA 94103
   Phone: (415) 565-3014

7. Shirley McCune, President, Learning Trends, Inc.
   2600 S. Parker Rd., Suite 353, Bldg. 5, Aurora, CO 80014
   Phone: (303) 750-8500

8. Joseph Pascarelli, Research Associate
   Division of Planning & Service Coordination
   Northwest Regional Educational Laboratory
   300 S.W. Sixth Avenue, Portland, OR 97204
   Phone: (503) 248-6800

9. James R. Smith, Deputy Superintendent for
   Curriculum & Instructional Leadership
   California State Department of Education
   721 Capitol Mall, Sacramento, CA 95814
   Phone: (916) 322-2363

10. Karolyn J. Snyder, Vice President, Pedamorphosis, Inc.
    USSPO 3122, Tampa, FL 33620
    Phone: (813) 963-3899

APPENDIX D

INSTRUCTIONAL LEADERSHIP BEHAVIORS: EXPERT RATINGS BY MEAN AND STANDARD DEVIATION

INSTRUCTIONAL LEADERSHIP BEHAVIORS
EXPERT RATINGS BY
MEAN AND STANDARD DEVIATION

The Principal:	Mean	Standard Deviation
1. Ensures that school instructional goals are developed congruent with district policies.	4.11	.78
2. Ensures that instructional goals are clearly communicated to everyone.	4.89	.78
3. Involves staff in making crucial decisions that affect instruction.	4.78	.67
4. Communicates high expectations for student academic performance to staff.	4.78	.43
5. Ensures that instructional issues are a primary focus of faculty meetings.	3.56	1.01
6. Seeks the involvement of parent and advisory groups in the school program.	3.38	.92
7. Provides teachers with clear guidelines of how much time to devote to each subject.	3.11	1.45
8. Works with teachers to coordinate the instructional program between grades.	4.33	.87
9. Participates in formal and/or informal discussions concerning instruction as it impacts student achievement.	4.56	.73
10. Conducts pre-observation conference with the teacher.	4.22	1.09
11. Systematically observes teacher's instructional methods within the classroom.	4.56	.53
12. Conducts post-observation conference with the teacher.	4.56	.73
13. Reviews each teacher's lesson plans.	3.11	1.36
14. Ensures that systematic procedures for monitoring student progress are utilized by staff.	4.50	.76

INSTRUCTIONAL LEADERSHIP BEHAVIORS (cont.)

The Principal:	Mean	Standard Deviation
15. Places emphasis on the meaning of test results for program improvement.	4.33	1.00
16. Personally recognizes academic accomplishment of students.	3.78	1.09
17. Assists teachers in securing available resources for program implementation.	3.89	.93
18. Promotes staff development activities related to meeting student needs.	4.33	.71
19. Provides instructional advice to teachers regarding instructional concerns.	4.38	.52
20. Encourages staff to bring instructional issues to the faculty for discussion.	4.22	.67
21. Makes regular visits to classrooms.	4.89	.33
22. After observation, systematically helps teachers improve their effectiveness.	4.67	.50
23. Protects faculty from undue pressures so primary focus is on instruction.	4.11	.93
24. Prepares proposals for funding.	2.50	.53
25. Attends curriculum conferences or workshops.	3.25	.90
26. Develops instructional objectives related to curriculum implementation.	3.57	1.27
27. Identifies faculty inservice needs.	4.25	.71
28. Personally conducts faculty inservice.	2.67	.50
29. Gives demonstration lessons in the classroom.	2.88	.63
30. Evaluates curricular programs.	4.44	.73
31. Observes innovative curricular programs.	4.11	.78
32. Utilizes central office personnel to assist in curriculum implementation.	3.50	.93

INSTRUCTIONAL LEADERSHIP BEHAVIORS (cont.)

The Principal:	Mean	Standard Deviation
33. Personally recognizes professional accomplishments of faculty including basic goal attainment.	4.44	.73
34. Delegates responsibility for curriculum improvement to other staff members.	3.44	.73
35. Provides information to the community regarding academic achievements.	4.00	.87
36. Trains faculty in instructional strategies.	4.00	.93
37. Routes educational publications to appropriate faculty.	3.33	.87
38. Assesses faculty morale.	4.11	.93
39. Encourages inter-disciplinary teaming.	3.78	1.09
40. Establishes a safe/orderly school environment with a clear discipline code.	4.56	.53
41. Ensures for curriculum development activities.	4.22	.83
42. Ensures that needs assessments are conducted relevant to student needs in the instructional program.	4.00	.93
43. Ensures that school curriculum is developed congruent with district policies.	4.38	.74
44. Exhibits problem-solving skills related to resolving instructional concerns.	4.22	.97

APPENDIX E

INSTRUCTIONAL ACTIVITY QUESTIONNAIRE:
PRINCIPAL AND TEACHER VERSIONS

FORM 1

INSTRUCTIONAL ACTIVITY QUESTIONNAIRE

PART I: DEMOGRAPHICS

Instructions to the Principal: Please respond to the following items:

Sex: Male ____ Female ____

Years of Experience as a Principal ____
Years of Experience as a Principal in this School ____
Years of Experience as a Teacher ____

School Size: (400-600) ____ (600-800) ____ (800-1,000) ____

PART II: INSTRUCTIONAL ACTIVITIES

Instruction: Please indicate the degree to which you implement each of the following activities at your school. "Implement" is defined as implement directly by you or implement directly under your supervision.

The Instructional Activity Questionnaire is copyrighted. For possible use please contact:

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